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Examination for State Certificates.

December 20, 1877.

GRAMMAR AND ANALYSIS.—TIME, TWO HOURS.

1. Define verb and participle, and state the difference.
2. Define voice.
3. Do intransitive verbs have voice?
4. How is the passive voice formed?
5. What do you say of the verb *to be* with respect to voice?
6. Write a sentence whose predicate is composed of a copula and attribute.
7. Write a sentence whose verb is a copulative verb.
8. Write a sentence whose verb is attributive.
9. Is the verb *to be* ever an attributive verb? If so write a sentence containing it.
10. Is the verb in the sentence *the lesson has been learned*, transitive? Explain.
11. Give all the forms you know of the first person singular, indicative mode, present perfect tense, of the verb *strike*.
12. Write a sentence containing a verb in the imperative mode, passive voice.
13. Write all the tenses of the infinite mode, in both voices, of the verb *lead*.
14. In what mode is the phrase, *if I should be there*?
15. In what mode is the sentence, *perhaps, I shall go*?
16. What tense should you call the verb in the sentence, *I am going to-morrow*? What tense is it, really?
17. What does the sentence, *If I had a dollar, I would give it to you*, mean as to (1) having a dollar, and as to (2) giving it to you?
18. The same with the sentence, *if I have a dollar, I will give it to you*.
19. Distinguish between regular and irregular verbs.
20. Is the verb, *to hear*, regular or irregular?
21. Which are the auxiliary verbs?
22. Have they any tenses of their own? If so, what?
23. Are they ever used as principal verbs? if so, write sentences to show this use.
24. In parsing or analyzing, how do you dispose of *ought* and *to go*, in the sentence *I ought to go*?
25. How is the manner of action or being expressed?
 - (1) "To these gifts of nature Napoleon added the advantage of having been born to a private and humble fortune. (2) In his later days he had the weakness of wishing to add to his crown and badges the prescription of aristocracy; but he knew his debt to his austere education, and made no secret of his contempt for born kings."
26. Describe each sentence as a whole, giving propositions with connectives.
27. Mention, in order, the verbs in the extract, giving the voice, mode and tense of each.
28. Mention the participial nouns and their construction.
29. Give the direct objects of the verbs and participles.
30. Give the indirect objects.
31. In (1) parse *these* and *private*.
32. In (2) parse the first *his* and *born*.
33. What does *in his later days*, modify?
34. What weakness is the weakness?
35. Give construction of *to add*.

"I fear the ancient mariner:
I fear thy skinny hand;

And thou art long and lank and brown.
As is the ribbed sea-sand."

36. Analyze the above.
37. Between what two objects is a comparison made in the third and fourth lines, and in respect to what?
38. There is an ellipsis in the last line; supply it in full.
39. Parse *mariner*.
40. Parse *as*.

"I long for household voices gone;
For vanished smiles I long;
But God hath led my dear ones on,
And he can do no wrong."
41. Analyze the above without separating complex subordinate elements.
42. Parse *for* in the second line.
43. Parse *hath led*.
44. Expand *gone* into a subordinate clause.
45. Analyze the following, not separating complex subordinate elements.

"For I have learned
To look on Nature, not as in the hour
Of thoughtless youth, but hearing oftentimes
The still sad music of humanity;
Nor harsh nor grating, though of ample power,
To chasten and subdue."

READING.—TIME, ONE HOUR.

1. Name the different methods by which a child entirely unacquainted with reading may be taught it. Which of these methods do you prefer, and why?
2. Name such physical rules as you think should be observed while reading. State the physical consequences of violating them.
3. Give a tabular view of the classes and sub-classes of the elementary sounds of the English language. Designate the great classes.
4. Define phonic spelling. State its advantages. Mark according to Webster or Worcester the following words for pronunciation:—Christmas, tuneful, corn, cooling.
5. Give the different ways of emphasizing words. Name the various inflections. Give examples of each with appropriate marks.
6. What direction would you give classes with regard to marks of punctuation in reading.
7. Give, in the order you would put them, ten questions which you would ask pupils who were to read Warren's Address, p. 128, Randall's Reading and Elocution.
8. Carefully look over the selection entitled, "Remarks on Reading," found on p. 374, Randall's Reading and Elocution, and answer the following questions based on the selection:

Meaning the of words, pendant, philosopher, accessory.
What is the end to which all studies may point?
Meaning of *subservient*?
What evil effects may arise from too long application of the mind to one subject? Why?
State the effects of dividing the attention between many subjects? Why?
What general advice on reading may be given to everyone?
9. HISTORY OF THE UNITED STATES.—TIME, ONE HOUR.
 1. What country did Columbus expect to find by sailing west from Europe?
 2. Why were the inhabitants called Indians?
 3. Why was the country called America?
 4. Did Columbus land upon or see the mainland of North America?
 5. Mention one discoverer from one of these nations: English, Spanish, French, Portuguese, and his principal discovery.
 6. By what right did European nations claim different parts of the country?
 7. What were the principal colonizing nations, and what parts of the country did each settle?
 8. What made the Indians hostile to the settlers?
 9. What was the point of contest in the French and Indian

wars?

10. How many were there, and by what names are they called?
11. By what treaty was the last settled?
12. What division of territory was made?
13. Why did the Indians fight in this war? On which side?
14. How was the country governed before the revolution?
15. How was it governed during the revolution?
16. How was it governed immediately after the revolution?
17. How is it now governed?
18. What was the population of the colonies at the time of the revolution?
19. What were the original States?
20. What battles were fought before the Declaration of Independence was made?
21. What four battles do you regard as most important, and why?
22. Who were the British Commanders-in-chief during the war?
23. What important battles did the Americans lose?
24. By what treaty was the war ended?
25. The most important points in that treaty?
26. What were the boundaries granted to the United States?
27. Mention the first ten Presidents in order, with length of service, and State in which each lived.
28. Mention the first three new States.
29. What was the "era of good feeling," and who was President at the time?
30. What purchases of territory have been made?
31. Who were the parties in the civil war?
32. What was the point in the contest?
33. What States seceded?
34. How was the war ended?
35. How were the slaves emancipated?

WRITING.—HALF AN HOUR.

1. What system have you adopted?
2. Give the Elements of the small letters; the capitals. Name them.
3. How do you classify them?
4. How do you secure a proper way of holding the pen?
5. How do you secure accuracy in writing the elementary forms, and uniform progress?
6. On what principle do you classify the small letters? And write the letters of each class.
7. On what principle do you classify the capitals? Also write the letters of each class.
8. How do you connect a recitation in writing?
9. How do you secure legibility? How does it rank in importance?
10. How do you secure rapidity? How does it rank with legibility?

CÆSAR DE BELLO GALLICO.—ONE HOUR AND A HALF.

- Number and letter your answer to correspond to the questions.
- How much Latin have you read?
- I. Translate into English:
- Quibus rebus cognitis quum ad has suspiciones certissimas res accederent, quod per fines Sequanorum Helvetios transduceset, quod obsides inter eos dandos curasset, quod ea omnia non modo injussu suo et civitatis, set etiam inscientibus ipsius fecisset, quod a magistratu Aduorum accusaretur: satis cause arbitrabatur, quare in eum aut ipse animadverteret, aut civitatem animadvertere juberet. His omnibus rebus unum repugnabat, quod Divitiaci fratris summum in populum Romanum studium, summam in se voluntatem, egregiam fidem, justitiam, temperantiam cognoverat: nam, ne ejus supplicio Divitiaci animum offenderet, verebatur itaque priusquam quidquam conaretur, Divitiacum ad se vocari jubet et, quotidianis interpretibus remotis, per Caium Valerium Proculum, principem Gallie provincie,

familiarem suum, cui summam totius rerum fidem habebat cum eo Gallorum de Dumhorige sint dicta, et ostendit, quae separata, quisque de eo apud se dixerit: petit atque hortatur, ut sine ejus offensione animi vel ipse de eo, causa cognita, statuat, vel civitatem statuere jubeat.

1. Analyze the first sentence by any system you know.
2. Decline (a) the first five nouns, (b) the first three pronouns, (c) the first two adjectives.
3. Give the principal parts of the first five verbs, and explain their formation.
4. Give a complete synopsis of any verb in the extract.
5. Analyze the first ten verbs into stem, tense-sign, etc.
6. Give the laws for euphonic changes in Latin as far as you can, and illustrate each law by an appropriate example.
7. What is the expression *quibus rebus cognitis* called? How many forms are there for such constructions in Latin? In what ways may such expressions be best rendered into English?
8. Give the office of each subordinate clause after the first sentence. Give the uses of *quam* (and the modes and tenses used in each instance).
9. Name the clauses in the extract that express purpose?
10. What conjunctions are used to introduce clauses expressing purpose?
11. Give and illustrate the various ways in which purpose is expressed in Latin.
12. What other uses has *ut* besides that of expressing purpose. Illustrate these uses by Latin sentences.
12. Give an explanation or rule for all the subjunctive forms in the selection.
14. Give definite rules for rendering the Latin subjunctive into idiomatic English.
15. Name the classes of verbs that require (a) an *ut* clause as an object, (b) an infinitive with a subject accusative as an object.
16. Render into Latin:
 1. Cicero, the orator, was a great man.
 2. Cicero ordered Catiline to go into exile (*ire in exilium*).
 3. They praised him on account of his bravery.
 4. After the general was killed, I came to the city.

QUESTIONS IN ARITHMETIC.—TIME, TWO HOURS.

1. Multiply 876 by 429 and explain the operation.
2. Derive rule for multiplication of common fractions.
3. Reduce four-fifths, one-third, 13, 1.7 to equivalent fractions having the common denominator 33.
4. How does adding the same number to both terms of a proper fraction affect its value?
5. Divide .04 by .0002 and explain the operation.
6. Reduce the circulating decimal .0486 to a common fraction.
7. New York is in latitude 40° 42' N., longitude 74° W.; the city of Mexico is in latitude 19° 25' N., longitude 103° 45' W.: when it is 11 A. M. at New York, what time is it Mexico?
8. Prove, "In any proportion the product of the extremes is equal to the product of the means."
9. Two-seventh per cent. of one-ninth is what per cent. of 100?
10. What are "days of grace," and on what are they allowed in the State of New York?
11. 5 per cent. bonds are bought at 90 per cent., what is the rate of income on the investment?
12. What is the value in gold, of the currency dollar, when gold is at 105 per cent.?
13. When gold is at 103 per cent. and exchange at \$4.85, what is the cost, in currency, at New York, of a Bill of Exchange on London for £50?
14. Derive rule for extracting the cube root of integers.
15. What is the "Metric System," and what are its peculiar merits?
16. Name its principal units and tell their uses.

QUESTIONS IN ALGEBRA.—Time, two hours.—1. Give the laws for coefficients, exponents and signs in multiplication, and give your method of explaining law of signs, with illustrations.

2. Give principles used in finding greatest common divisor, when the quantities are not easily factored, and find the greatest common divisor of $6x^3 + x^2 - 44x + 21$ and $6x^3 - 26x^2 + 46x - 42$.
3. Explain the force of zero used as an exponent, and determine value of a^0 .
4. Find the value of x in the equation $\frac{a+x}{b} - \frac{c-x}{d} = \frac{a}{b}$, and give reason for each transformation.
5. Give two methods of elimination in equations of two or more unknown quantities, illustrate each with example, and explain steps.
6. Divide $(ax)^{\frac{1}{2}}$ by $(xy)^{\frac{1}{2}}$, and explain the operation.
7. "Complete the square" (without clearing of fractions) in the equation, $\frac{4x^2}{49} - 8x = 20$, and explain operation.
8. Find the values of x and y in the proportions,

$$x : y :: x + y : 42$$

$$x : y :: x - y : 6$$

9. Find the values of x and y in the equations,

$$\begin{cases} x + \sqrt{xy} = a \\ y + \sqrt{xy} = b \end{cases}$$

10. Derive the formula for finding the last term of a Geometrical Progression

ENGLISH COMPOSITION.—TIME, ONE HOUR.

1. Give the general rules for the use of capital letters, with appropriate illustrations.
2. Give the general rules for the punctuation of sentences, with appropriate illustrations.
3. Copy the following extract, punctuate it properly, and correct any mistakes in either punctuation or capitals:

"Early one morning they came to the Estate of a wealthy farmer they found him standing before the stable; and heard as they drew near that he was scolding one of his men because he had left the ropes, with which they tied their horses in the rain all night, instead of putting them away in a dry place. Ah We shall get very little here said one to the other that man is very close we will at least try said another And they approached."
4. Combine the following groups of statements into one simple or complex sentence. Give more than one form for each. State which form you prefer, and why you prefer it:
 - a. Sugar is a sweet crystallized substance. It is obtained from the juice of the sugar cane.
The sugar cane is a reed like plant growing in most hot climates.
It is supposed to be originally a native of the East.
 - b. In the Olympic games, the only reward was a wreath of wild olive.
The Olympic games were regarded as the most honorable contests.
They were so regarded because they were sacred to Jupiter.
They were so regarded, also, because they were instituted by the early Greek heroes.
5. Change the following expressions from the common to the rhetorical style:
 - a. Diana of the Ephesians is great.
 - b. Thy dying eyes were closed by foreign hands.
 - c. They climb the distant mountain slowly and sadly, and read their doom in the setting sun.
 - d. I shall attempt neither to palliate nor to deny the crime of being a young man.
4. Write, in proper form, a letter making application for a position as teacher in a union school, and give proper references.
7. Write a composition of not more than 300 words upon Curiosity, and give, also, the analytical outline upon which your composition is written.

QUESTIONS IN GEOGRAPHY.—TIME, ONE HOUR.

1. What do you understand by Mathematical Geography?
2. What, by Physical Geography?
3. What, by Political Geography?
4. What, by Descriptive Geography?
5. What, by Local Geography?
6. How many States in the United States? Name them. Group them into divisions, as ordinarily given.
7. Name all the Territories in the United States.
8. Name the "great lakes" which are between the United States and the Canadas.
9. What is the largest city in the United States? State its population, describe its location, and tell for what it is noted.
10. Name the River Systems of North America, and state the portions of country drained by each.
11. Name the Mountain Systems of Asia.
12. Name the countries of Europe which are now engaged in war, and also those which are especially interested in the results of the war, giving reasons for the answers submitted.
 - a. How much time should each pupil spend upon the subject of Geography in a common school course?
 - b. What pieces of apparatus, as maps, etc., do you consider essential for the school-room when teaching Geography?
 - c. State the general divisions which you are accustomed to make of Geography, when presenting the subject.
 - d. State the general plan which you follow when teaching advanced classes in Geography.
 - e. How do you begin the subject of Geography with primary classes? Mention the successive steps in the subject-matter, and in the mode of presenting it. Outline the first year's course for the pupils.

METHODS.—ONE HOUR AND A HALF.

- I. Name the faculties of the mind. Which of these is the most active in childhood?
- II. In view of this, what should characterize the teaching of young children?
- III. In teaching, what help should the teacher give his pupils? Why?

- IV. State fully the character of the question that should be used in teaching.

- V. In teaching, which should precede, *ideas* or *their expression*? Why?

- VI. Apply this in teaching ideas of fractions to young children.

- VII. Apply the same in teaching the spelling of the following words: *smiling*, "cylindrical."

- VIII. Define *objective teaching*.

- IX. Through what medium do we gain knowledge of external objects? Through what medium do we communicate our knowledge thus gained? What application would you make of this in teaching.

- X. How should the variety of subjects taught in a primary school, compare with the variety taught in a more advanced school? Why?

- XI. What are the *best* aids to memory?

- XII. What use should be made of text-books in teaching natural sciences?

- XIII. State your reasons for having pupils preparing to teach, study methods of teaching?

- XIV. What do you understand by *philosophy of education*?

- XV. Describe a method by which a mental image, idea or conception of an object never seen, is formed in the mind, and discuss the relation of this principle to the teaching of geography and history in *particular*, and to teaching in general.

- XVI. Discuss briefly the connection between the power to use language, and a knowledge of the science of language.

- XVII. What conditions of age and power to think do you consider necessary that a pupil may pursue the study of the science of language efficiently?

- XVIII. Which should precede, rules, definitions and classifications, or a knowledge of processes and concrete particulars? Why?

SCHOOL ECONOMY.—TIME, ONE HOUR AND A HALF.

1. State, in their order, the steps you would take in organizing.
 - (a) A district school with no assistant teacher.
 - (b) A village school in which you would have three assistant teachers.
2. State what you consider to be the difference between a graded and ungraded school.
3. Name all the parties that must be regarded in the government of a public school, and state the relation of each party to the others.
4. What use would you make of oral or written examinations, and how would you conduct each.
5. Give in outline your plan of government, stating in particular:
 - a. The general principles by which you are guided.
 - b. Your method of managing whispering.
 - c. Your method of detecting and correcting any kind of offence.
6. Give your views on self reporting, stating your reason for adopting or rejecting this plan, in part or in whole, in governing your school.

PLANE GEOMETRY. TIME, ONE AND ONE-HALF HOURS.

- I. To what class of subjects does Geometry belong? State the object contemplated by the class, show how Geometry differs from the other branches as to object matter.
2. Construct an equilateral triangle whose altitude shall be equal to the line: ————
3. BH is drawn bisecting the exterior angle CBG of the triangle ABC. BD is drawn bisecting the angle ABC and meeting AC at D. DK is drawn parallel to AB, cutting BC at E and meeting BH at K; show that DE is equal to DK.
4. Which term: *equal*, *equivalent* or *similar*, implies the most respecting two figures? What property implied by this term; not implied (a) by the first of the other two? (b) by the second?
5. Mention four hypotheses, regarding two lines, from which they can be proved parallel.
6. Two triangles have their homologous sides proportional: show that they are similar.
7. Indicate the steps which you would ordinarily take in the solution of a geometrical problem.
8. Within a given circle inscribe a regular decagon.

You must intend to get it; you must attend while getting it; you must retain as you get it. Dr. Arnold declared that "the difference in boys consists not so much in talent as in energy." Sir Thomas Fowell Buxton says: "The great difference between men, between the great and the insignificant, is energy, invincible determination, an honest purpose once fixed, and death or victory."

The chief art of learning is to attempt but little at a time. The widest excursions of the mind are made by short flights, frequently repeated: the most lofty sciences are formed by the continued accumulation of single propositions:—says LOCKE.

Hard Times.

BY CHARLES LOCKWOOD.

Yes, Mr. Stanley was dead. The funeral was over. Mrs. Stanley and Fred, and George and Andrew had been brought home by Deacon Thompson in his old yellow coach, and all had departed. Mrs. Stanley busied herself to get some supper; and the table when spread evinced the kindness of Mrs. Green, who remembered the widow by sending in some nice biscuit and a roll of fresh butter. "It will taste good to you," was her remark, when she left it on the table. The family said but little. Andrew was only five years old, and the ceremonies in the house puzzled him. That his father should be put in a box and carried off and put in the ground was a strange, strange thing.

The next morning Deacon Thompson and Mr. Horton called to see the family. After they had sat a moment, the Deacon said, "What are you going to do now, Mrs. Stanley?"

"I hardly know, sir. We must go to work as soon as we can."

"Yes, that's it," said Mr. Horton, the chairmaker.

"Now," said the Deacon, after waiting a moment, "I am told that boys are employed over in the cotton factory at Watsonville, and I will ask Mr. Bliven, to-day. I am going over to take a load of wood. George and Fred, are old enough to work."

"May I go over with him?" said George.

It was soon settled that George and Fred should both go over, and so pleased was Mr. Bliven that he said he would give them both work at once. In a few days the widow had taken a few rooms and moved over her furniture. Mrs. Stanley was not strong and she began to think what she could do to earn some money. George was to have one dollar, and Fred one dollar and twenty-five cents per week. The rent was fifty cents per week, and Mr. Coles, the landlord, called for it every Saturday night, for the week to come, so that but little could be saved for wood, and food and clothes. Fred had been to school and learned about keeping accounts, so he took out his pencil after they had been there a week, and said, "Mother, let us see how we stand. How much have we spent?" The items she gave were for milk a quart a day at 4 cents. "That is 28 cents." Then the flour, \$1.20, butter 20 cents, meal 7 cents, potatoes 25 cents, oil 20 cents, rent 50 cents, coal \$1.25.

"Why that is \$3.95 cents, and we only earn \$2.25, both of us," said Fred.

"I had a little money left after we had moved," said Mrs. Stanley, but her face grew pale. She saw the little sum would soon be exhausted—and what then? So they burned but little oil, and but little coal, and the boys went out into the streets and picked up stray pieces of wood, and they decided they would eat no butter, so that the second week's expenditures were not so great; Fred put down the items again and they amounted to \$1.31. "Why, mother," he said, "we have saved 94 cents this week." "I am very glad, for Andrew must have a pair of shoes." The boys' faces grew blank when they thought of clothes; it was a new discovery. The cold and dreary winter came on; the boys were but thinly clad, no money could be spent on candy for Christmas; they were cheered, however by two things, a visit from Mrs. Thompson, who brought them a piece of pork, a few pickles, a loaf of bread and a piece of gingerbread; then Mr. Bliven sent to all the widows a turkey on New Year's Day. But better than this was the raising of the wages of the boys, twenty-five cents each.

The Stanley family were a brave set. They did not complain, they worked on hoping for better days. Little Andrew went to school, but earned a penny a day in sweeping the hall and sidewalk of a boarding house near by. Mrs. Stanley made a few shirts, and thus they kept body and soul together. When the spring came they hoped to pay up some little debts to the doctor—the shoemaker and at the grocery. But hardly had the birds begun to sing one morning, when the cry of "fire, fire" was heard in the town, and the cotton factory was seen to be in flames near the belfry; all the efforts of the firemen were in vain; it was burned to the ground and sorrow brought to the homes of many families, and none felt more badly than the Stanleys. Mr. Coles, the landlord, immediately called on his tenants and told them they could not stay a single day without paying rent, so that they were obliged to move out their furniture, some putting it in sheds and some in barns. Mr. Bliven offered the use of the large cotton store-house, and this was filled with the furniture of the poor operatives while they set out to seek for work. Mrs. Stanley went over to see Deacon Thompson and her other friends, taking the boys along.

There was quite a conference held over the matter of helping the sturdy little woman. The chairmaker said the boys must be "bound out"—that is learn trades. The miller said his wife's sister said they could get a living out in Logan, where she lived, in Ohio; so it was decided that the family should be sent to Logan. It was found an emigrant ticket for the family could be bought for \$12.00. So the furniture was brought away from the storehouse by Deacon Thompson's team and sold. The bureau, the bedsteads and all only brought \$9.

but the people made up the rest, and in May the Stanley family took cars for the west.

They arrived at Logan safely, and went to Mr. Allen's house and were warmly welcomed, for so does the West to all who come, rich or poor. Mr. Allen was a kind hearted lawyer, and he had secured a couple of rooms on the main street; they were right above a drug store, and here Fred was employed to run of errands, to pound drugs with the pestle and sweep the floor. He was busy frequently till nine o'clock at night. Nearly opposite was a store kept by an old man—in the window could be seen all sorts of things, candy, gum drops, flash-lights, pins, newspapers, song-books, ink, paper, pens, thread, nuts, etc., etc. There was no sign over the door, but every body knew it was kept by "Old Basco." He appeared to be alone in the world, and the boys said he cooked and slept in the store. George went in one day to buy a paper of pins, and "Old Basco" asked who he was, and where he was from.

"Are you a smart boy?"

"Yes, sir, I think so."

"I dare say; they all think so."

"Do you tell lies? O, no, you'll say you don't, but they all do, now! When I was a boy they would have flogged my life out of me if I had told the smallest lie."

"No, Mr. Basco, I don't tell any lies."

"You don't lie, eh? Well what are you going to do for a living?"

"I am looking for something." Then George told the old man about his father's death and the burning of the factory, and the ideas of Mrs. Allen. He seemed to be quite interested and finally said:

"I suppose I have got to have a boy and I may as well take you as anybody. I will give you \$2.00 a week, but mind boy, you must not tell me any lies."

Mr. Basco was an odd man. He had seen habits of lying and smoking tobacco increasing among the boys and come to the conclusion that not a single honest lad could be found. George was of great use. He put the store in better order. He ran on errands; built the fire in the cook stove, he ground the coffee—for the old man lived on bread and coffee. Every night he took the money out of the drawer, and counted it and put it in a box to carry it to his master. Old Basco knew how to make molasses candy to perfection. At first, he did it alone, but after awhile he called in George and let him help. The molasses would boil until a wisp from the broom would lift it up into a string, then it was set aside and stirred until it was cool, then it was taken up and pulled until it was of a delicate cream color. It was cut into long pieces the boys called them "Basco's cedar-ralls," and brittle and toothsome they were; he made this fresh every day.

He made George promise never to divulge his secret of making candy. "You see no one knows this secret but me; I bought it of a Yankee peddler; he wrote it down and I gave him a dollar for the receipt, and I have got it locked up." There was a good deal of work about "Old Basco's" and George became indispensable. He kept the daily and weekly newspapers, and when George came his duty was to go to the depot and get the bundle that came by express, take it to the store and distribute them to the customers. In this way he became well acquainted in the town, and on account of his pleasant manners a great favorite.

One day George went over as usual but the door was locked, nor could he get in by rattling on the handle. The druggist was watching the proceeding, and being a doctor, said:

"He has had a stroke of paralysis, I'll bet. I told him that coffee would use him up but he wouldn't believe me." There was quite a stir on the street. It is wonderful how ill news flies. Quite a crowd was around the door. The tin-smith came with a bunch of keys and some went round to the rear. After an effort the door was unfastened and the crowd hurried in; it paused at the door of the backroom while the doctor went ahead, then it followed him into the kitchen or workshop. There was the kettle with remnants of the molasses boiled yesterday, and there the old man's boots. But the druggist is now at the bed-room door. He opens it, and

"Yes, just as I expected, but he is not dead." But he could not move, nor speak. He seemed to be awake, and when they poured a little brandy in his mouth, moved his eyes. The doctor sent for his electric battery and tried it, but it did not restore his ability to speak distinctly. He could make a sound however. And very soon it became apparent that he wanted George. His eyes were his only means of communication; and strange enough George seemed to learn just what he wanted. After some consultation with Mr. Allen it was decided that Mrs. Stanley should give up her rooms and move into the candy store. There were other rooms adjacent and so the widow came over to take care of "Old Basco." He seemed to comprehend the change and acquiesced.

He improved somewhat and sat up in an invalid's chair. He watched them make the molasses candy; he could not go to sleep until the tin-box was laid under his pillow. Mr. Allen came in frequently and directed the widow to use enough. In a few days the store was opened again; it was now owned by Mrs. Stanley and her three sons. Little Andrew ran out

money to take care of her family and carry on the store; the rest she was to put in the bank. Old Basco lived for three years and then died.

It was quite a surprise to all when a few days after the funeral, a man came in the cars and announced himself as the son and heir. Mr. Allen was indignant and demanded pay for the care the poor invalid had received and secured \$100. Old Basco was found to have laid away several thousands of dollars yearly, in small silver pieces. When the odds and ends in the store were offered for sale, there seemed to be nobody to buy. The Auctioneer said, in vain, "what do I hear." The druggist, who was an active business man, said to George, "Bid on them, no one else will bid against you, but don't pay more than a quarter what they are worth." He followed this advice and bought most of the things; many were left unsold. The whole stock amounted to less than \$80.

With the papers. George was behind the counter, his mother had learned the art of making molasses candy to perfection; to this she added caramels and other dainties, and the shop attained a good reputation. The scholars came down after school and were sure of a pleasant smile (which they never got from Old Basco,) as well as of good eatables. There was a continual dropping of pennies and at the end of a week there was a small sum to lay aside. The family sat together on Saturday night, after the store was closed, and counted over the pennies, nickels, the ten cent pieces and placed them in piles. Fred now earned three dollars a week and this had been paid to him in bills, and they were the only bills were on the table.

"We have more than \$7.00," said George, who was the cashier and bookkeeper.

"How rich we are," said Andrew.

"Now," said the widow, "we can do for some one else what Deacon Thompson did for us when your poor father died. Let us see if we cannot help somebody to get along when 'hard times' comes upon them."

The Stanley's must have prospered since then. On Main Street is a handsome brick store and over the door is an elegant sign G. & F. Stanley. Mrs. Stanley looks cheerful and rosy with her nicely arranged gray hair; a tidy girl stands behind the silver plated show-case; on the other side are books, papers and magazines—and not one of them is bad. George Stanley leads the choir in one of the churches and Fred is superintendent of the Sunday-school. They are ready to help boys who are struggling along with the hard times, as they were years ago, and it is that and not the money they have that brings them the good opinion of every one in Logan.—*Scholar's Companion*

The Spelling Match.

BY JOHN R. DENNIS.

The winter was half over in the Townsend district. The old red school house had a strangely battered and worn appearance. The paint was nearly washed off by rain and snow in several places the clap-boards had been pulled outward so as to disclose the plastering; the windows without curtains gave it the aspect of a deserted building; the wood-shed was a mean structure entirely open on one side; the fences showed that the boys used them for gymnastic purposes; and the solidly packed snow showed the constant tread of feet. All of these things would strike a casual observer at once as he approached from either north or south, for the school-house was situated on a road that ran in that direction. The teachers changed twice each year; that is they hired a master for the winter, for then the big boys came to school; and in the summer they paid some young miss one or two dollars a week to teach the children their A, B, C's, for farm-work prevented any but little ones from going. The school-house was used for various purposes. On Sunday afternoon a clergyman came from over the village at four o'clock and preached to those who it was supposed did not or could not come to the church; on Sunday evening there would perhaps be a temperance meeting; on week-day evenings there would be in fall or spring political meetings, or election of officers, or a session of the debating club, so that the old school-house was the centre of the intellectual and moral activity of the district.

At the time now before me the school was in session; from nine to twelve, from one to four the boys and girls were busy in mischief, study or recitations. You entered a battered door to find yourself in a square room with a large stove in the centre that many and many a time became red hot; around this at a distance of about six feet were four low seats for the small children, who from their proximity to the stove were often-times half roasted. About four feet beyond the square formed by the seats for the primary pupils were the long benches for the older scholars; these were made of slabs with the flat side up; they stood on stout legs which were nailed to the floor. Against the walls a desk was formed by a pine board at the usual slant, and underneath a shelf for books. If a pupil studied at the desk he had nothing to lean his back against; if however he faced the stove he had the sharp edge of the desk to support his shoulders. It was quite a task when the seat was full

for a pupil to turn around and there were other inconveniences, but they seemed of little account to the boys and girls of the Townsend district. The master had a desk at one corner and it was fastened with a stout iron hasp padlock. The ceiling or walls had never been whitewashed and presented an indelible appearance; the former was flecked with innumerable dried pieces of paper, which were called spit-balls—a result of the discovery by some inventive school-boy that paper chewed until it was a complete pulp, and thrown with force would exemplify the property of adhesion, by sticking firmly to the plastering.

A remarkable taste for carving seemed to prevail among the boys. From one end of the desk to the other the surface presented a curious aspect. Wherever a lad sat he generally engraved his name even at the expense of removing that his predecessor had inscribed with unlimited pains; under these incursions the thickness of the board had been sensibly diminished. Some attempts to carve the figures of various animals had also been made; but either the pine fibre proved to be too brittle or else the limited tools of the artist, prevented the display of his evident genius for there was no expressiveness, deeply graven, to the horses and roosters.

Among the carvings, the oft-repeated Mary Green or Sarah Cook, would seem to indicate that they were the belles of the school-room, and exercised no small influence over the stout farmer boys who admired them.

Mr. Jacob Pelton, a young man who was desirous of going to college, was teacher; he was thus trying to obtain enough money to carry him through his four years of study. He comes early to the school room, for if not the boys may do some great damage. At nine o'clock he takes his ruler and raps on the window, or steps to the door and pounds vigorously on the outside boards; this is in lieu of a bell, and every scholar knows it; snow balls are dropped, the play ceases and a general stampede ensues. As each pupil goes in he stamps his feet to shake off the snow, for there is no mat, and as a result the noise is nearly deafening. There is no place to hang up hats or shawls, not a nail or hook; so they are pushed into the desks or laid over the seats.

One of the occurrences that always gave special delight was the spelling school. This was held in the evening and was generally witnessed by the parents. At an early hour every scholar except the youngest come, and each family contributes a candle; these were in many cases held by the owners, so that the sight was a singular one; as the spellers changed places frequently, the lights were seen in constant motion. The first method was to "choose sides." Two scholars were selected and seated on the middle of a bench side by side; then they proceeded to choose the other scholars as assistants in alternative order; then the rank a pupil had as a speller was known—though sometimes the boys would choose a girl for her beauty, always to regret it—when the tough words come. When a word was missed the other side tried it, if it spelled it correctly, a mistake was scored against the missing side; if, however, it was missed on that side and went back to the other side where it started and was there spelled correctly, that side was said to have "Saved" it. After going over the entire roll of pupils from three to five times, the "misses" on each side were counted up and the one who had the least was declared the winner. Next there was a call to "spell down." This was managed in the same way as the other, beginning by choosing of sides, but when a pupil missed a word he sat down. After spelling through once, the ranks would be wonderfully thinned out.

Ellen Chase was at the "head" on one side and Albert Perkins on the other. The "hard" words began to fly thick and fast and the pupils began to drop. "Tobacco" was spelled with one "c" and down went Hannah Lewis.

Then "camellia" received but one "i" and Sapphonia Husted, who had a pretty good reputation as a speller of hard words was astonished that Jeany Larkin should beat her. Henry Husted made a bad mess of "docile"; so did Mary Butterfield of "gneiss." Psalm, creek, tough, police, valise failed to fetch down a single scholar, for the poor spellers had all gone down on the first round. "Billous," however, was too much for Hope Fairbanks; and Jake Campbell would put an "e" in slyly, contrary to a significant cough in the back part of the room. Finally, none were left up but Ellen and Albert, and a regular duel began. Now the boys said that Ellen had given her opponent the mitten but a short time before, and hence pride made each struggle. All the spectators saw the excitement and sympathized with it. Piquant, mosque, maneuver, pailful, poignant, militia—all these were spelled readily and the master turned over for something harder; he seemed to have difficulty in selecting and the scholars trembled. Pneumonia, rouge, cap-a-pie, obedience—here Ellen nearly failed—was it an "e" or an "a," finally she put in an "a" at a venture and the spectators breathed again. Catalogue, irretrievable, unique, coalesce, boulder—Albert paused, he had seen it boulder and so spelled it, and then a chorus of voices

insisted that he was right and some one found a book in which it was spelled in that way and he was allowed to retain his place. Saellites, guano, surtout, coquette—this was spelled by Albert, and Ellen was believed to have red-dened, thus giving countenance to the rumor about her treatment of her opponent, and this carried a little ripple of excitement to run around the room. Then came tableau, isocoles, eclat, guerdon, waive, to decline or refuse—and here Ellen became "flustered," for she paused and then spelled it "wave"—no sooner had she uttered the last sound than Albert spelled out w-a-l-v-e, and he was declared victor amid much clapping of hands. As for Ellen, she seemed to feel her failure on this small word very keenly, and called for her brother to get the sleigh ready to take her home. If Albert had ever expected to be a "beau" again of Miss Ellen he had taken the wrong way; she would have endured being vanquished by any one else. In a few minutes the candles were extinguished, the sleigh-bells were jingling, and all were on their way home.—*Scholar's Companion*

The Model Class.

CHARACTERS: Examiner, Louis, George, Henry, Mark, Alfred David, Edwin, Frank.

Scene—Boys standing around talking. Examiner with notebook and pencil in hand.

Examiner. I have come to examine you in your various studies. I have heard this called the "model class," and I hope you will answer to your reputation. You may all stand in a straight row. (They do so.) The first questions I will ask will be in geography. Alfred, what State do you live in?

Alfred. A state of sin and misery. (Examiner looks astonished.)

Exam. What is a cape?

David. A garment ladies wear around their shoulders.

Exam. Next boy, what country is opposite us on the globe?

Edwin. Don't know, sir.

Exam. Well, now, if I were to bore a hole through the earth, and you were to go in at this end, where would you come you come out?

Edwin. Out of the hole, sir.

Exam. (musingly) Extraordinary, extraordinary. Let us proceed. Frank, what is a sea?

Frank. Why, I thought every one knew what that was. A letter, of course.

Exam. I don't mean that kind of a "c." Give me another definition.

Frank. Oh, you mean to look, to behold. (Examiner frowns and appears puzzled.)

Exam. What is geography, George?

George. A large book filled with maps and hard words.

Exam. What country has the most coast line?

Henry. Greenland, because there is more snow therefore, more coasting.

Exam. Mark, can you tell me what is a river?

Mark. One who rives.

Exam. What do you mean by that?

Mark. Teacher said er meant one who, as crier, one who cries; so river must mean one who rives.

Exam. Well, well, I never heard that meaning given before, though it sounds plausible. What is a strait?

Louis. I don't know exactly what it is, but when you want to buy taffy or marbles, and you haven't any money you say you are in a strait.

Exam. That will do. I am a little perplexed about the answer you have given. I presume they must be correct, but they do not sound familiar. Now, we will take up the spelling. Alfred, you may spell matrimony.

Alfred. M-a-t, mat, r-i, ri, m-o-n-y, matrimony.

Exam. Give me the definition of it.

Alfred. Don't know, sir.

Exam. Next boy, what is the definition of matrimony.

David. I ain't sure whether it is right, but I read of a boy who said his mother had enough of it.

Exam. That is wretched! Edwin, you may spell molasses.

Edwin. M-o, mo, (smacking his lips) m-o, mo, (smacking them still louder) m-o-l-e, mole, (still smacking).

Exam. What is the matter?

Edwin. I can't spell that word; it's too sweet.

Exam. Frank, you can spell it.

Frank. (who has not been paying attention.) S-u, su, g-a-r, gar, sugar.

Exam. That is not the word.

Frank. Why, John said it was so sweet he could not spell it, and I thought he meant sugar.

George. (raising hand,) I know how to spell the word.

Exam. Spell it then.

George. C-a-n, can, d-y, dy, candy.

Exam. Stay, that's not the word; but we will leave that.

What is a relative pronoun, Henry?

Henry. A relative pronoun is one that tells about your relatives.

Exam. Next, name the three genders.

Mark. Masculine, feminine and neutral.

Exam. Is that correct, Louis?

Louis. Yes, sir; masculine, men; feminine, women; neutral, old bachelors.

Exam. Can any one tell me what this sentence in "The Merchant of Venice," means? The sentence referred to is "My deed upon my head." Any one who knows may raise their hand.

(Frank lifts hand,) Well, Frank, what is it?

Frank. I think it must mean that he carries his papers in his hat.

Exam. What is the science of arithmetic, George?

George. Multiplication is vexation, division is as bad, the rule of three doth puzzle me, and fractions drive me mad.

Exam. How far are you in arithmetic?

Henry. We have finished addition, distraction, exultation, cohesion, abomination and creation.

Exam. Boys, I am astonished, not to say amazed at the results from my question. I will converse with your teacher before I decide on your respective per cents. You may have a recess now. (All go out.)—*Scholar's Companion*.

Who is the Greatest?

BY A. G. O. F.

Characters: Uncle Will, Frank, Jim, Carl, Steve.

FRANK:—The greatest man I ever read of or heard of was Washington! He it was, who first occupied the presidential chair, who took for his motto "Never put off till to-morrow, what can be done to-day," and followed it. He crossed the Delaware, when other men would have given it up as impossible. He was "first in peace, first in war, and first in the hearts of his countrymen." He was the father of his country. What more could you ask? George Washington is my hero.

JIM:—I take as my model the world-renowned Franklin. He founded the Philadelphia Library. He was only a poor boy, but he raised himself to riches and power. With no one to teach him, he became a most learned man. He loved virtue, thrift and hated vice, laziness and waste. He did good to all, and faithfully served his country. Benjamin Franklin is my hero.

CARL:—I agree with you that Franklin and Washington were great men. But they would not have been if it were not for Columbus. He was a poor Italian mariner, yet was the first to make the suggestion that the earth was round. He was not daunted, when on applying to the power of Europe for aid, to discover new lands he was refused; but persisted in his efforts, until he had enlisted Queen Isabella on his side, and then discovered America. He speaks for himself. Christopher Columbus is my hero.

STEVE:—I shall take Peter the Great. He worked as one of the lowest deckhands, so he could understand thoroughly everything about ships. He built the noble city of St. Petersburg. He conquered the greatest General in Europe. He civilized the most savage nation. Peter, the Czar of Russia is my hero. (Enter Uncle Will.)

UNCLE WILL:—What's this I hear about heroes?

CARL:—We were each saying who we thought was the greatest man in our estimation. Uncle Will, who do you think?

FRANK:—Oh, yes, do tell us.

UNCLE WILL:—Well, boys, in my opinion
"The greatest hero of the whole
Is he who can himself control."

(EXIT.)

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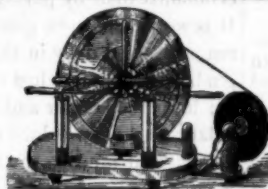
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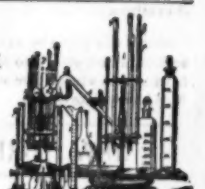
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AND

EDUCATIONAL DIRECTORY.

NO. 17 WARREN STREET, NEW YORK.

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We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, JANUARY 26, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper. A small fund has been placed in our hands to send the JOURNAL to those who are too poor to afford it; that number we hope is not very large.

Live and Earnest.

An Iowa County Superintendent wrote us a letter saying: "I enclose a list of teachers, and mark the names of the live and earnest ones, who would be glad to see a copy of your excellent JOURNAL." Now, the question arises why should not all be "live and earnest?" Can any other sort be useful in the school-rooms? Another thing to be noted is that the "live and earnest" are known and read of all men; the superintendent knows them and the scholars know them.

Mr. Grady.

A Mr. Grady, it is said, proposes to abolish, by Act of Legislature, the Normal College and the City College. With these two institutions the Legislature has nothing whatever to do. If the City of New York chooses to spend the money needed to keep them up, pray what is that to those who live in Buffalo and Binghamton? The Committee of Schools and Academies is unanimously opposed to this effort of Mr. Grady. Why Mr. Grady does not favor these institutions is not explained; it may be because he belongs to that class who think that readin', 'ritin' and 'rithmetic are enough for the boys and girls of this splendid metropolis. The name Mr. Grady bears would seem to indicate that he is not native of the city. Pray what has a foreigner, or one who was but lately such, to say on the subject anyhow? Let Mr. Grady note that his constituents, ninety-nine in a hundred, want those very institutions maintained, as he could easily learn by making inquiry of the heads of families. Mr. Grady is too fast.

Build up the Walls.

THE teachers will learn at last that the cause of education needs now, just as much as ever, the wisest counselling and the most devoted friends. Let any one sound the seas of public opinion, and he will find there is a powerful undercurrent and mental emancipation. The ability to injure the common school system is possessed by a large number of ignorant and yet politically powerful men. The Catholics evidently are not satisfied that they get no money, the wealthy are opposed, because they can pay for the tuition of their own children; the depraved cannot estimate the advantages of the system. Hence, it is necessary that each and every wish and good educator should do something to diffuse a knowledge of the benefit the teacher is to mankind. Build high and strong the walls around our common schools; let it be considered as a sacred and inalienable right, the right to breathe the pure atmosphere of knowledge.

No Reduction of Salaries.

The City of New York can find some better way to economize than by paying its teachers smaller salaries. It is worth all it now gives to teach the 120,000 children assembled daily in the public schools. Let it begin by paying out a just sum to each and every teacher; let it then repair and build as it best can with the balance. Let it reduce the number of teachers if it can without injuring the efficiency of the schools; let it purchase less books and maps; let it put up plainer buildings, but let it pay its teachers a suitable salary. The present amounts are not too large, they are small enough when the duties to be performed are taken into consideration. To teach acceptably in the schools of this city, requires an amount of physical strength, intellectual ability and scholastic attainments not demanded in any other. The principals, the trustees, commissioners and superintendents are all watching with argus eyes; earnestness, zeal, skill and fidelity are demanded of each and all. Hence, it is no small and mean task to hold a position in the public schools. The teachers earn all they are paid. Wherefore, Messrs. Commissioners, let there be no reduction of salaries.

NEW YORK CITY.

New York Board of Education.

At the adjourned session, held Jan. 23d, all the Commissioners were present, except DONNELLY and JELLIFFE. The President stated the object of the session was to consider the appropriations for 1878. Thereupon the Board went into Committee of the whole. Mr. Wickham presented the annual report of the Normal College; 2000 were ordered to be printed.

COMMITTEE OF THE WHOLE.

Mr. Dowd took the chair and the appropriations for 1878 were considered.

For New Buildings,	348,000
" Salaries,	2,549,800
" Evening Schools,	100,000
" Janitors in P. and G. S.	113,000
" Truancy,	15,700
" Nautical School,	26,500

This would cause a reduction on salaries of ten per cent. Mr. Beardely said: I object to a deduction from the salaries of our teachers of ten per cent. It is a very large amount to be deducted from the salaries of those, who are now ill paid for their services. We, Mr. Chairman and members of this Board, have done our whole duty to the Common Schools, and to the teachers of the Common Schools in this city. We have asked from year to year the amount necessary to carry on the schools with efficiency; and we have been refused. The Board of Apportionment have year by year reduced the amount asked for, until their last act was the reduction of \$800,000.

President Wood then said: If we cut down the salaries of the teachers, we are injuring them, and through them the scholars. Therefore, I think we should devise some plan by which we could get along without any reduction. We should not build the new schools proposed and by so doing would only reduce the salaries two per cent., instead of ten. Flesh and blood should have preference in our minds over stone and mortar. But if we must have more schools, remember we can hire buildings temporarily. I think that the salaries of our teachers should be the first thing to consider in connection with the well conducting of our schools. If we don't pay the teachers well, we cannot hope to have our children well taught.

Mr. Manierre said: He did not believe that the people of New York wanted the teachers to build these school houses or that we should build them by cutting down the teachers' salaries. For one he was against any reduction.

Mr. Wickham said: I think there are some teachers who do not earn their salaries. Besides, we can dispense with drawing, music and science in our schools, which cost annually some \$50,000 or \$60,000. He also suggested that the board look into the equality of salaries. He said: I know graduates of the Normal College who stepped into a salary of \$750 a year. I also know teachers who have been plodding along for five years at a salary of \$500 per year. I do not believe in taking one dollar off the salaries of the teachers. But I do believe that \$150,000 could be taken off the pay roll, and not touch a single teacher entitled to her salary. He was in favor of reducing the janitor's salaries, and said that a reduction of of \$30,000 or \$40,000 could be made in the amount given for that purpose, without doing them an injustice. He thought some of the evening schools could be closed with advantage. They might be consolidated, he said, and yet accomplish as much good.

Mr. Goulding moved that the amount set apart for salaries be made up to what it was originally. He said, he thought \$500 a year, was much too little for a teacher to live on, (the teacher who receive \$500) have cares and anxieties equal to those who occupy higher positions, and larger salaries.

Mr. Wheeler made a few pointed remarks on the subject of salaries. If the per cent. is stricken off from what was paid two years ago, the salaries are still equal to those paid before they were raised. He did not like to reduce the salaries, feared if it must be done many teachers would be willing to take smaller salaries, and teach smaller classes. He was in favor of reducing the salaries and building the new schools.

After a lengthy debate, The Committee of the Whole voted to report to the Board as follows.

For New Buildings,	\$348,000
" Salaries of Teachers,	2,187,800
" Janitors in P. and G. S.,	100,000
" Normal College,	81,000
" Evening Schools,	75,000
" Colored "	34,200
" Superintendent &c.,	34,500
" Employees of the Board,	37,500
" Truancy,	15,700
" Nautical School,	26,500

This report the Board refused to adopt—the vote was 8 to 8, and it needed a 2-3 vote. The subject was then laid over until the next meeting.

The annual reports of the Supt. of Truancy, Nautical School, and Inspector of 5th District were presented.

Mr. Goulding asked that Thalheimer's General History be forbidden, as it contained a paragraph prejudicial to the Catholics. Adjourned.

Jersey City Teachers' Reception.

THE reception of the Teachers' Association of Jersey City at the Tabernacle in Jersey City, Monday evening, was a decided success. A large and intelligent audience, invited by the teachers, filled the edifice. The programme embraced a number of musical and literary selections, which were highly pleasing to the audience. Prof. Barton, the president of the association, made a brief address, in which he stated the objects of the association, and said that when organizations were formed by those in all vocations of life, it was proper that teachers should band themselves together for their social and intellectual advancement.

The entertainment opened with selections on the organ by Mr. J. N. Gregory, the organist of the Tabernacle. The Bethoven Mennerchor, Carl Traeger, director, gave "Am die Frude," by Greger, and sang it well. Miss Kittie Brooks sang "Lardita Waltz," also "Baby Mine." Mr. Wm. Hain played two or three either solos during the evening. Miss Ida Richards sang with guitar accompaniment. A feature of the entertainment was Miss Mattie O. Waters' recitations. She is one of the best lady readers that has appeared before a Jersey City audience. Her voice is full, round, deep sonorous and sweet, capable of a great variety of changes and modulations, and besides all these she is something of a ventriloquist. Another brilliant feature was the cornet playing of Messrs. Gilbert and Post, assisted on the piano by Mrs. Gilbert. They gave several selections, all of which were deserving of the applause rendered. Mr. D. Slattery played the "Cuckoo" violin solo and gave a splendid rendition of "John Anderson, my Joe." Prof. Sutherland, president of the New York Teachers' Association, was invited to the platform, and made an encouraging little speech, which was well received. He urged the association to go on in their work of mutual improvement, and told the teachers that they are more thought of by the people than they knew. In New York the association numbers 1,600, and their receptions cost hundreds of dollars, as the best talent is engaged. Miss Kitty Brooks then sang "When the flowing tide comes in," and "Maid of Dundee." Altogether the reception was a most enjoyable entertainment. The Teachers' Association has already become a popular organization.

THERE are eight metals—indium, vanadium, ruthenium, rhodium palladium, uranium, osmium, and iridium—more valuable than gold because of their scarcity.

The Art Education of Women.

So few of our ladies are educated in the full sense of this present term, that it seems almost a fallacy to speak of the Art Education of women. Our ladies can do many things. They consider themselves educated. They attend boarding school; they graduate,—they go to Vassar, to Cornell, to Harvard, they take up all the sciences, the languages,—Latin supines drop in rhythmical numbers from their lips, and they are more familiar with Greek Optatives, Second Aorists, than with the best methods of bread-making, compounding biscuits, or washing flannels without shrinking. They can do many things. Devices innumerable fill their wondrous brains. There are versed in all the mysteries of bed-quilt. Washington's march and Turkey-red calico will assume infinitesimal forms of beauty under their delft fingers. She weaveth tapestries of purple, and clothes of fine linen, and embroideries of the most finished artistic skill are as nothing in her active fingers.

No handicraft that she does not enter upon with double zeal. The pulpit, the bar,—the former claims her attention, and she enters their arena with striding steps. No avenue of action, no path of eminence, but she climbs the steep with the most earnest alacrity. No brother can compete with this swiftness, or the multiplicity of her avocations. And yet, though Italian songs warble from her mouth, French epithets drop from her lips, with all honor to her mental acumen, with all respect to Cambridge, and Harvard and Brown, let her be thrown upon her own resources for support, and where do we find our strong minded women? Where are our ladies so active, so zealous, so self reliant, so full of resources, and her wondrous works and deeds. What became of our widows with their eleven children, our unmarried sisters, even our wives who would sometimes eke out a husband's slender income with a few trifling dollars earned by her own hand. How many have any means of support, if thrown upon their own resources, unless it be the wash-tub, the broom, the pie-tin? What avenues of a comfortable life existence are open to her? Italian songs will bring in no Spanish rix dollars. Latin embroideries with a yellow floss are at a low par in the demonetization of silver, and French epithets hardly bring an equivalent in bread, butter and the necessary economies of life. In fact, our ladies take little thought for the morrow. It is for them, sufficient unto the day. They have a slight knowledge of many crafts, and yet so slight a knowledge, that it is of little avail in the practical purposes of life. Do she but graduate at so distinguished a university, and her knowledge of calculus, logarithms, sciences, is not of sufficient extent and depth, to enable her to enter any of our first class institutions of learning and command a respectable salary. For this reason, her services are sought only in the lower grades bringing the smallest remuneration. In no department can she compete with her brother in equal amount of work, equal energy, and an equal perfectness. She understands her work not as well, she performs it neither as well, and she can bring to it neither as great an amount of energy, tact, thoroughness, or completeness.

And yet there is a constant cry for women's rights, a continued plea for justice, equal salaries, equal taxation, equal representation. Were she the counterpart of her brother, and could she bring to her work a corresponding amount of strength, mental and physical, full development of purpose and intellect, and we should accord to this unbounded protest.

A short time ago we contributed several papers to this JOURNAL upon Art Education, and we had intended to say still more upon this topic, especially upon the Art Education of our ladies. We have thought this an important subject, and one upon which little has been said. Here is a vast field for the exercise of those talents so desirous of a more active arena. We have plenty of women with a slight knowledge of Art,—who can dabble in water colors, draw a landscape of simple proportions, sketch in a few oils and pigments, but those are rare who have a thorough understanding of this subject—who are proficient artists, and who have a conversant knowledge to teach this branch in our schools. We venture to assert, and with knowledge too, that not one school in one hundred throughout our United States can boast a thorough, finished, practical teacher in this department. We have teachers of Drawing and they consider themselves masters of High Art, but not one who can sketch their own homestead, at sight, according to the principals of aerial and linear perspective. A pig, a hoe, a shovel, would be entirely beyond their power of comprehension, but they can draw pictures, copy anything in existence, provided some one else has first committed this idea to paper. But this is not drawing, it is simple theft—the using and appropriating of another's thoughts for one's own. This is the only kind of drawing taught in our schools with a few exceptions, and it is simply a barbarism, a relic of ignorance. We hope it is not a long time that this prac-

tice will be set aside in our schools, and we have a system of instruction worthy of our American name. In this department many of our women and girls might perfect themselves and become fine and perfect teachers of this art we much neglected.

SARAH STERLING.

Keeping Pupils In.

To the Editor of the NEW YORK SCHOOL JOURNAL.

By your invitation I will give you my opinion about the retention of pupils after school, I take pleasure in complying with your request. I am not one of those who professes to have complete control over children without giving some punishment for ill conduct. I noticed during my experience in the profession in New York, that when a teacher enters upon his duties, he is very apt to think that remaining after class-time with his disorderly pupils, is a necessary part of his business, and thus he frequently greets them with a kind invitation to keep him company after three o'clock. Now I am confident that the sooner he can control a class without this procedure, the more of a real disciplinarian he becomes, and the more he will be liked by his pupils, and respected by their parents. If a teacher has a pretty disorderly and restless set, and keeps them in but once a week he should give them work to do, at the same time watch them strictly, insist that the work be done in the most careful manner, and particularly see that they don't talk. Thus retention of his pupils will be in reality, a punishment and it will certainly produce the desired effect.

If I understood you aright the above are not quite your views, as you seem to be a total non-retention counsel. I perfectly agree with you, that continual retention really defeats the end sought, and is wrong, as it hurts not alone the health of both teacher and scholar, but also tends to deaden their mental faculties. I also agree with you that to keep children idle either in the late-room in the morning or in the class-room after three is very wrong, as it is a waste of precious time. If done during school-time, the teacher neglects the principal duty for which he receives his salary, and if done after school it is just as bad, as it keeps a pupil from the fresh air and healthful exercise, both of which he needs very much, without a corresponding gain in development of his intellectual faculties. The resolution offered by one of the Commissioners preventing teachers entirely from retaining scholars after class time would, in my opinion be hurtful, as it is difficult enough to succeed with some stubborn cases even now. Somebody might ask, why not send these cases home and have their parents attend to them. This is open to a great many objections, which every teacher knowing the requirements of the Board of Education in the matter of attendance, etc., could easily point out.

My views, Mr. Editor, are therefore in favor of retention after school time, and also of inflicting corporal punishment provided they be performed in a judicious manner.

Yours respectfully,

Gram. School, No. 33. HENRY J. HEIDENIS

Cleopatra's Needles.

The two obelisks known as "Cleopatra's Needles" date back to her reign, but are far from being the most magnificent works of this kind. They weigh but two hundred tons each, and each is only about sixty-eight feet in length. Obelisks have usually been found in pairs. The "needle-ship" of iron, expressly built for the transportation of one of these obelisks to England, was not as large in size as the vessel built by Caligula for the transportation of "The Vatican Obelisk" to Rome, which Pliny describes as "nearly as long as the left side of the port of Ostia—the largest ship ever built." This obelisk stands one hundred and thirty-two feet in height, and is one which has been exercised and dedicated to the cross; its shaft is but eighty-three feet.

Although it is not quite certain that Cleopatra ever saw the obelisks known by her name, it is a fact of much probability that the Ptolemies removed them to Alexandria. In Cleopatra's time they were already fifteen hundred years old. The term "needle" comes from the Greek signification of obelisk—a spit. The obelisk of largest shaft known to be in existence is St. John Lateran in Rome, moved there from Heliopolis about the commencement of the Christian Era. It belongs to Ha-t-asu's reign. Though it has been broken, and portions removed, its height is now over one hundred and five feet, its weight four hundred and fifty tons. It shows marks of the desecrating hand of Thothmes III., his name being found on its face, that of Thothmes II. in the lateral lines—a most transparent forgery, as these two kings were in no way associated together.

The most beautiful of all obelisks ever set up in Egypt were the two erected by Ha-t-asu before the "Divine Gate" of Karnak. They are of rose-colored Syene granite, are ninety-two feet in height, each weighing three hundred tons, and are broad enough for one hundred men to stand upon. They were brought from the quarry a distance of one hundred

red and thirty-eight miles, more than three thousand four hundred years ago, and are the largest ever cut from a single stone. Their summits were formerly surmounted with caps of gold—spoils from Ha-t-asu's conquered enemies. One of these obelisks has fallen, the other still remains, a magnificent monument of Egypt's greatest queen in that country's palmiest days of art.

Napoleon's engineers took the measurement of these obelisks with great exactness. Eighteen human figures of life-size are sculptured upon the standing one, with others in bas-relief; also a lion lying down, several varieties of birds cross—which in Egypt was design of eternal life—and many other hieroglyphics. Even in sculpture these obelisks are unique, as no others are found in Egypt decorated in the same style, and no monument gives us equal knowledge of the artistic taste and skill of that country. The sculptures are in the highest style of art. No engraver's tool of the present day can cut such work in granite, it more closely resembling the finest *intaglio* of the Greeks than monuments for outdoor decoration. Rosellini says "Every figure appears rather to have been impressed with a seal than graven with a chisel."—*Appleton's Journal for January*.

How Sensation Travels.

Professor Tyndall says:—The quickness of thought has passed into a proverb, and the notion that any measurable time elapsed between the infliction of a wound and the feeling of the injury would have been rejected as preposterous thirty years ago. Nervous impressions, notwithstanding the results of Haller, were thought to be transmitted, if not instantaneously at all events with the rapidity of electricity. Hence, when Helmholtz in 1851, affirmed, as a result of experiment, nervous transmission to be a comparatively sluggish process, very few believed him. His experiments may now be made in the lecture room. Sound in air moves at the rate of 1,100ft. a second; sound in water moves at the rate of 4,000ft. a second; light in ether moves at the rate of 190,000 miles a second, and electricity in free wires moves probably at the same rate. But the nerves transmit their messages at the rate of only 70ft. a second, a progress which in these quick times might well be regarded as intolerably slow. Mr. Gore has produced by Electrolysis, a kind of Antimony which exhibits an action strikingly analogous to that of nervous propagation. A rod of this antimony is in such a molecular condition that when you scratch or heat one end of the rod the disturbance propagates itself before your eyes to the other end, the onward march of the disturbance being announced by the development of heat and fumes along the line of propagation. In some such way the molecules of the nerves are excessively overthrown; and if Mr. Gore could only devise some means of winding up his exhausted antimony, as the nutritive blood winds up exhausted nerves, the comparison would be complete. The subject may be summed up, as Du Bois-Raymond has summed it up, by reference to the case of a whale struck by a harpoon in the tail. If the animal were 70ft. long, a second would elapse before the disturbance reached the brain. But the impression after its arrival has to diffuse itself and throw the brain into the molecular condition necessary to consciousness. Then, and not till then, the command of the tail to defend itself is shot through the motor nerves. Another second must elapse before the order reaches the tail, so that more than two seconds must transpire between the infliction of the wound and the muscular response of the part wounded. The interval required for the kindling of consciousness would probably more than suffice for the destruction of the brain by lightning or even by a rifle bullet. Before the organ can arrange itself, it may, therefore, be destroyed, and in such a case we may safely conclude that death is painless.

THE PHONOGRAPH.—Mr. Thomas A. Edison has astonished the scientific world by the announcement of a mechanical device whereby words spoken into a mouth-piece are permanently recorded on a piece of paper. So far there is nothing especially startling, but the process works both ways, as it were, and the strip of paper when it is again passed through the machine reproduces exactly all the original sounds. The device is simply an arrangement of vibrating plates. Not only is the human voice, with all its tones and inflections, put upon record for future use, but music can be perfectly recorded and preserved in like manner. If one of these instruments had stood in the Roman senate chamber when Caesar delivered the oration against Catalina we could to-day pass the strip through the machine, and hear every word, settling forever the vexed question as to the proper pronunciation of Latin. The invention is still in a crude state, but the fact is regarded as settled that it will record and reproduce sounds as we have stated. The invention is unlike the telephone, but may be used in connection with it. The possibilities of such a discovery are sufficiently sensational. If we leave wholly out of sight the probability that what is said to-day may be repeated a hun-

dred years after the speaker is dust, and consider only its relations to present, everyday life, it is evident that a revolution may result. What is the use of writing letters if, by talking into a mouthpiece at a strip of paper we may prepare all that we wish to say, for the mails without the use of pen and ink? The telephone was wonderful in its day, but then phonograph threatens to over-shadow it.

Our Lulu's Death.

BY SYLVANUS LYON.

Leaves have their time to fall,
And flowers to wither at the north wind's breath,
And stars to set—but all,
Thou hast all seasons for thine own, O death!

Alas, Death, has visited our school and brought sadness and sorrow. Our Lulu has left us! Never more shall we who loved her so tenderly behold her sparkling eyes, and happy face? Her class place is forever vacant; her desk deserted; her books unused. Now her eyes are closed—her limbs motionless and the face we loved so much is cold in Death's mighty embrace. Other girls will come to our school—the classes will go on—the same lessons come each day, but Lulu will not be a sharer of our joys or sorrows and we will not be blessed with her love.

Bye and bye, sooner or later, it may be years and days, but we must all die. Lulu died happy, beloved by all and we mourn her loss. Oh! how will the rest of our classes meet this great event? Scholars! Classmates! children all, how will you receive the summons when the Angels call you away from life? Are you studying and working now so tender loves will follow you and will you be ready and willing to go? All our teachers and classes mourn for Lulu will any one feel sorrow for you, or me?

First it was a cold, then a fever, these followed with days and nights of prayerful watchings for Lulu. And then the last morning came. The sun shone so brightly, the long throng passed hurriedly along; our teachers and scholars came asking tenderly of Lulu, hoping, fearing. Alas, little did we think the Death Angel was so near her, and sweeter loves twining 'round her heart. The heavenly voices were calling her to come away. Mother, Father, Relations were weeping. Lulu looked up so sweetly, smiling, and arose from the couch of sickness and pain and tuned her favorite songs on the organ, and then weary, sank, to rest again.

All through the day she tarried, seeming to linger for our longings and as the glad sunbeams were departing gleaming glories, and as the evening shades darkened around, a strange beauty shone out, and murmuring whispers only came softer, fainter,—no more—forever our Lulu has left us forever for the Summer Land of Rest.

Lulu has gone to join the heavenly classes—Lulu now has Angel teachers joining in singing blissful anthems. We cannot feel sorrow but must hope and joy for Lulu for she was a good child, and God will ever care for such scholars, when we miss them here.

Dollie—Lottie—Julie—Irene—Ida—all the children oh answer your own souls callings. Will you meet Lulu there For thus ending life's lessons.

"Death is the crown of life!
Were death denied poor man would live in vain.
Death wounds, to cure; we fall, we rise, we reign,
This king of terror may be the prince of peace."

THE ART OF TEASING.

In many families, I am sorry to say, the art of teasing is exalted into a fine art. Girls as well as boys find their chief happiness in irritating and annoying their companions in the home circle. How many seeds of discord are sowed by such thoughtlessness, how many hours embittered, how many tears shed in secret, how many vows of revenge uttered if not put into practice. I once had a sister two years older than myself, who, as for back as I can remember, possessed the dangerous qualities of a perpetual tease. Perhaps she found in my quiet, reserved temperament an excellent field, for she certainly made me the constant mark of her attacks. We occupied the front and back rooms on the third floor of our father's house, and used to sit with our work at our own windows with doors open between, talking pleasantly. One summer day I was very busy finishing a dress to wear in the evening. It was a great undertaking and required all the time and skill I possessed. My sister Kate was apparently greatly interested in my efforts, and frequently inquired of my progress. About eleven o'clock in the morning, she came and bent over me, as if to examine my work. I spread it out for her inspection, and had scarcely done so before she snatched the waist from my hands and ran to her own room. The gleam of fun in her eyes and her merry laugh saluted me as I sprang to my feet and ran after her. The house was large and deep, and as usual in summer weather, the doors stood open into the spacious hall. Through these, my sister Kate ran with my work flung back and forth over her head. I cannot tell how many times through the bedrooms and through the halls we ran with varied gains upon

each other, until afraid of being caught, she ran into the back hall bedroom. I knew, by experience that my strength was no match for her's, and determined by stratagem to secure my work once more. So instead of following her into the room, I dextrously put my hand inside the door, and taking the key out, shut and locked it on the outside! "Now," said I, "will you give me my work?" "Let me out first, my dear," she answered. Tired, and flushed and angry, I leaned against the door, well knowing that every passing moment was so much time lost on my unfinished task. The slower beating of my heart did not quench the angry passions that rose every moment higher within me. The absolute unkindness of such behavior pained and grieved me to the heart. I shed tears as I stood there, but I controlled my voice as I asked at intervals "Will you give it to me now?" she always answered, "Let me out first." I walked back to my own room, and as I did so the front door bell rang. A few moments after the servant came up saying, "Miss Eldridge, would like to see Miss Kate." Here was a dilemma. Miss Eldridge was Kate's bosom friend, a tall, stiff, dignified young lady, who lived nearly opposite us. I always stood in some fear of her for she was several years my senior, and had more than once been party against me to my cost. I could not imagine what should take her out on a calling expedition so early in the morning, or what she could possibly want of my sister. At all events I feared to offend her, and hoped by magnanimously opening the door to win my sewing from my sister's hand. So I unlocked the door and told her who waited for her below. As soon as I did so, with one scream of triumph, and a fling of the unfinished work high above our heads, she ran past me through the hall down stairs. When I was sufficiently composed, I followed her to the parlor where I found her merrily detailing her morning's frolic. Then I learned, that seeing one of the neighboring children pass in the street, Kate had called and sent a message to Miss Eldridge to the effect that she wanted to see her immediately on a subject of importance! When she had fairly wearied herself with laughing at the success of her joke, she gracefully handed me my work.

Although many years have passed since then, I can still feel something of the sting of those unkind deeds. Teasing you may call it, but I do not. Any action based upon your own pleasure and the discomfort of any other person; large or small, black or white; any such action is positive unkindness, sometimes cruelty, and if this little incident, which is quite true, has made you understand this art of teasing in its true light, none will be more glad than

AUNT HANNAH.

WHAT THE GIRLS DID AT DINNER-TIME.

BLACK ART.

This is the title of several different performances, which require two persons to act, while the others who are not acquainted with the trick, look on. With this short introduction we will listen to what the girls are saying:

"Maggie, suppose you and I do that trick with the books," said Lizzie, and Maggie consenting she placed three books on one of the desks, and whispering a word in Maggie's ear, she moved off, until she was out of hearing.

"Now, girls, any one of you can decide on one of these books and then tell me. I will then call Lizzie here and she will instantly name the right one," said Maggie.

"Let us choose the centre one, the singing-book," said Annie.

"Come here!" called Maggie.

Lizzie stepped up and laid her hand on the middle book. "Try it again," asked Mollie, and Maggie this time went away, when Mollie selected the first book. "Come," cried Lizzie, and at the magic word, Maggie appeared and touched the first book, which happened to be a grammar. The three girls were greatly puzzled and Carrie begged for another trial, and Maggie went again to one side. The third book was this time chosen, and Lizzie called to Maggie.

"Come here, now," when she came and as before touched the right book.

"I know how you do it!" exclaimed Mollie, who had been very quiet. "Shall I tell?"

"Yes," said Maggie and Lizzie together.

"Why, when you decide on the first book, the person who stays here, says 'come,' and when it is the second one, she says 'come here,' and for the third 'come here now.' One word for the first, two for the second and three for the third. Am I not right?"

"Yes," said Lizzie. "Now, Mollie, what is that thing you and Carrie know? You began to tell me this morning."

"Oh, yes," said Carrie, "I will go out first," and acting upon her word she went away. Then Mollie asked Annie to name an article in the room, and Carrie would tell what it was. Annie suggested the piano-cover, and Carrie was called in.

"Is it the floor?" asked Mollie. "Is it the windows? the shutter? the pictures? the pen? any of the girls?" and

receiving "no" in answer to these inquiries she proceeded: "Is it the piano?" "No." "Is it the piano-cover?" and Carrie answered "yes". The girls tried this two or three times before the mystery was solved, and then Annie asked: "If before the question, which would be answered by 'yes,' a question was asked about some article that had four legs?"

"That is the way we do it," responded Mollie, "but you can put a black object, a sweet one, or anything else, which must be decided upon before you begin."

"We will only have time for one other, and that must be 'Kangaroo,'" said Annie. "Carrie and I know how to do it."

"All right, but you will have to be quick," returned Lizzie. Annie turned her back to the others, and Carrie quickly explained that she would point her finger at one of them and ask the kangaroo—who Annie pretended to be—who she was pointing at.

"We're ready," said Maggie.

"Kangaroo, kangaroo, who am I pointing at?" pointing to Maggie.

"To Maggie," was the kangaroo's reply.

"Well, I never!" exclaimed Mollie. The finger was pointed at her.

"Kangaroo, kangaroo, who am I pointing at?" was asked by Annie. The answer was correct, but no one could tell how it was done, so Carrie told them that she pointed to the one who spoke last, whereat they all laughed to think they had not guessed it before. This game had only taken a few moments and Lizzie said she thought they would have time for one more trick, called "magic writing." She told Carrie how it was done, and she would go away until they had selected some easy word which she was to find out by the magic writing. Carrie took the black-board pointer and when Mollie said the word "Cato," she called Lizzie and began on her writing, which she did with the pointer queer zig-zag figures on the floor.

"Come, don't you know it," said Carrie.

Then following a rap with the pointer.

"To-morrow will be examination," she proceeded musically.

Four raps were now sounded and Carrie asked what the word was.

"Cato," responded Lizzie.

"We will try it once more. Go back, Lizzie, for a moment." The word this time was "rain."

"River Danube is in Austria," said Carrie. One rap. Three distinct raps. "Now, I am ready."

"It is rain," said Lizzie, and seeing that they had not found it out, she told them that for the consonants the writer made up a sentence, and for the words raps were sounded. For instance 'a' was one rap, 'e' two, 'i' three, 'o' four and 'u' five. After this they took their places at their desks.

The Primary School.

The visible object illustrations cannot be over estimated in importance. We print the following from the *S. S. Times*.

In no branch of study is there such a field for illustration by objects as we find in the Bible. During the past quarter we illustrated in our school four of the lessons. Of course it would not be advisable to multiply such exhibitions. In the third lesson we read about the synagogue. The synagogue was the prototype of the early Christian church edifices. How were they constructed? What was their interior arrangement? After looking up the various authorities on the subject, we settled on the following plan as the most suitable for our purpose. A plain board twelve inches wide and eighteen long represented the floor of the synagogue; a block of wood the platform, on which a square piece of wood represented the ark containing holy rolls. The reader's desk, the chief seats, the railing dividing the male part of the congregation from the female, the contribution boxes, were all represented. And this at no expense whatever. The results were most gratifying. In the seventh lesson the stocks were made the central object. We prepared two models of six inches in height, and of proportionate width; one for the feet the other for the hands and feet. At the cost of fifteen cents we purchased a doll, blackened the hair, painted a full set of whiskers on the face, clad the same in Oriental costume, and put him in the stocks; not neglecting to strip him and scourge him with a seven-tongued whip.

In the ninth lesson the altar, three inches high and one square was placed on the reading-desk, splinters of matches served for wood; incense was strown on these. While we read the lesson in alternate verses, the wood was lighted and the smoke curled up, and the incense pervaded the atmosphere. The last object we employed was the tent, as in use to the present day among the Bedouins. Due prominence was given to its various parts, and to the passages of Scripture which thereby could be illustrated.

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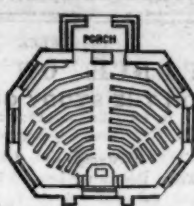
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Is there any danger as we go dashing along in this palace care of time? It has great natural fires within, but mount Etna and Vesuvius with a hundred other smokestacks, are safety valves to let off the extra heat. A few times in a thousand years some wandering comet with busy head and blazing train has been seen coming this way threatening to collide. People gazed with wonder and alarm, but a Higher Power controlled and the big monster passed away in the chamber of space, and on rolled our Palace Car with all its wealth of humanity, churches and schools, and here we are to-day on board the same car we entered when we began to live. How do you like it fellow passengers? Let every one be ready to step off the moment we reach the terminus to take the ascension train to the "Palace of our King."—*Scholar's Companion*.

PLEASURE is precarious, but virtue immortal. SELF-DENIAL is one of the first laws of Christ's kingdom.

PERSEVERANCE, with prayer for God's blessing, will do wonders.

If misfortunes make us wise, they recompense us for our losses.

NEVER judge one another, but attribute a good motive when you can.

TRUE generosity is delicate minded. Blame no one for what he cannot help.

WORDS of affliction lift not up the needy; only full sacks can stand on end.

WHY is a physician like a school boy? Because he is likely to be called up.

AN ENGLISHMAN, examining a school, "Now, my boy, what is the capital of Holland?" "An H, sir."

IDLENESS is the dead sea that swallows up all virtues, and is the self-made sepulcher of a living man.

A WRITER on school discipline says, "Without a liberal use of the rod, it is impossible to make boys smart."

MIRTH should be the embroidery of our conversation, not the web; and wit the ornament of the mind, not the feature.

"WHAT is the interior of Africa principally used for?" asked a teacher of a pupil. "For purposes of exploration," was the reply.

POVERTY and riches are the names of want and sufficiency; he who wants anything ought not to be called rich, and he who wants nothing, poor.

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